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ABSTRACT

This book offers guidance on teaching behavior to children with behavior problems, based on the premise that a small percentage of children need one-to-one modeling and rehearsal to enable them to "recover" the behaviors that those in the typical range have established already. The behavior recovery program emphasizes the whole-school nature of remediation and support for these children. It is set in the context of positive discipline practices at both the classroom and "duty-of-care" level (corridor or playground supervision). Its key feature is the educational focus toward behavioral change, which concentrates on modeling, cuing, rehearsal, record keeping, feedback, and self-checking. The primary aim is to help the student be aware of his behavior and "own" it in a way that respects the rights of others. The program also utilizes peers through classroom meetings and buddy systems. Techniques for motivating students with behavior problems are outlined. Discipline methods are discussed, such as time out, cool-off time in the classroom, supported exit, and classroom rotation. Methods for helping the student manage anger are also described, such as assertive behavior, peer involvement, and positive ignoring. Teachers are encouraged not to make excuses for the child's behavior by blaming the home environment and not to assume that the child cannot change. Several case studies illustrate use of the techniques. (Contains 57 references.) (JDD)

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